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ABSTRACT

This publication was prepared to offer recommendations and strategies both at the state and college level specific to the recruitment, retention, and placement of minorities in teaching. A recommendation which both state and college levels need to implement as soon as possible is early identification of students who express interest in teaching. The state should establish and fund programs to identify minority students in elementary and secondary public schools who might be interested in teaching. Cooperating with colleges and universities, the state should consider additional financial support of these institutions for improving recruitment and completion rates of minorities and their successful completion of certification requirements. Colleges and universities should also work closely with elementary and secondary schools to identify potential teachers and provide them with experiences which expose them to the opportunities in teaching. Articulation between two- and four-year colleges is also recommended. (JD)

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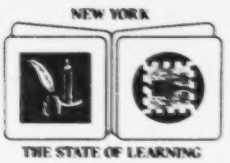

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

September 1988

Dear Colleague:

In July 1987, the University of the State of New York received an award from the Council of Chief State School Officers and the American Association of Colleges of Teacher Education. The purpose of the award was to develop a working paper addressed to the issues of recruitment and support of minorities in teacher education programs.

A group of eight Deans of Schools of Education working with Department staff developed the paper and recommendations. The participating deans were Leonard Beckum of City College, Joanne Burstyn of Syracuse University, Helen Greene of C.W. Post Campus of Long Island University, Elizabeth J. Jalbert of State University College at Oneonta, Thomas K. Minter of Lehman College, Lois Weis of State University of New York at Buffalo, Susanna W. Pflaum of Queens College, and Max Weiner of Fordham University.

Others also actively participated in this effort. Deans of teacher education institutions, academic deans of community colleges, and representatives from the New York State United Teachers, National Education Association of New York, as well as a variety of organizations representing minority interests were involved in commenting on the issues and making recommendations.

The Department is distributing this paper because it includes information on a current State initiative and provides recommendations which warrant your consideration and support.

I commend this report to your attention and ask that you share it with your colleagues.

Sincerely,

Thomas Sobol

Thomas Sobol

Recruitment and Support of Minorities in Teacher Education Programs

The University of the State of New York
The State Education Department
September 1988

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FOREWORD

Increasingly, educational leaders recognize the necessity of encouraging minorities to enter and remain in teaching. The education of children requires that they experience people of different races and cultures in positions of leadership and authority. This publication was prepared to offer recommendations and strategies both at the state and college levels specific to the recruitment, retention, and placement of minorities in teaching.

Production of this document would not have been possible without the cooperation of Deans of teacher education institutions and community colleges and representatives from teacher unions, educational associations, and organizations representing minority interests. The production of this document was completed under the direction of Mike Van Ryn, Assistant Commissioner for Higher Education Services. The coordination of the production of this document and the drafting and editing was accomplished by Ann Marie Haase in the Office of Higher Education Services. Collaboration and participation in the design, development and review of this document was provided by Vincent C. Gazzetta, Director of the Division of Teacher Certification (retired), and Arthur L. Walton, Deputy Commissioner for School Improvement and Support in New York City.

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I. ORIGIN OF THE PROJECT

The Department is presenting recommendations addressed to the issues of recruitment and support of minorities in teacher education programs. These recommendations were developed with a group of Deans of Schools of Education and with support from a grant awarded by the Council of Chief State School Officers and the American Association of Colleges of Teacher Education. Individuals involved in this effort included teacher education contact persons in colleges and universities, community college academic deans, representatives of the National Education Association, the New York State United Teachers, the Council of School Administrators, and representatives of minority educators' associations. The work was accomplished through two meetings of the deans, three area workshops and communication by mail and telephone.

II. STATEMENT OF THE PROBLEM

In New York State, the representation of minority students in urban areas is three times greater than the representation of minority teachers. Other discrepancies in the representation of minority individuals can also be noted:

- 76.3 percent of the public school student population in the major cities of Buffalo, New York, Rochester, Syracuse, and Yonkers in 1986-87 was classified as minority.
- The percentage of Hispanic students in the major cities increased from 29.8 percent to 31.3 percent in the past four years while the percentage of Black students remained at 38.8 percent over the same period.
- Other minorities made up 6.2 percent of the student population in the large cities during 1986-87.
- 74.3 percent of public school teachers in the major cities is white.
- The percentage of minority teachers in the major cities grew from 21.9 percent to 25.7 percent over the past four years.
- In New York City, the minority percentage of the school population is 78.7 percent while the percentage of minority teachers is 27 percent.

In an attempt to increase the number of minority individuals in the teaching profession, New York State teacher education institutions are making serious efforts to recruit minority individuals. Institutions recruiting students from urban areas may need to provide academic and financial support. Institutions offering teacher education programs in rural areas will need to draw from a wider geographical area in order to attract minority candidates to teaching as the population of minorities in rural areas is small.

III. BACKGROUND

Data show that the percentage of minorities in the teaching field has been declining nationally while the percentage of youngsters from minority backgrounds has been rising. National data reveal that 30 percent of the urban school age population is minority; that percentage is expected to climb to 49 percent by the year 2000. Statistics show that only 6.9 percent of public school teachers is Black although Black students account for 16 percent of public school students. Similarly, 1.9 percent of public school teachers is Hispanic while 9.1 precent of public school students is Hispanic.

Current predictions are for a continuing decline in the number of persons entering the teaching profession, especially minority men and women. Factors inherent in the profession such as low pay, lack of status, and conduct of activities under less-than-optimal working conditions are cited as reasons for the anticipated reductions. Additional factors which are attributed to the decline of minorities entering teaching are the decline of minority enrollments in four-year colleges, increased opportunities for their employment in other fields, and, in some instances, inadequate academic preparation which results in poor performance on standardized tests.

In New York State from 1980 to 1984, the total enrollment of Black students increased in postsecondary institutions by 1.5 percent and Hispanic students grew by almost 8 percent. Although the percentage of Black full-

time undergraduates at four-year colleges fell 12 percent, it increased to 18 percent at two-year colleges, while Hispanic full-time undergraduates declined 8 percent at four-year colleges and grew by 31 percent at two-year colleges.

Increasingly, educational leaders recognize the necessity of encouraging minorities to enter and remain in teaching. The education of children requires that they experience people of different races and cultures in positions of leadership and authority. All children need to see minority adults as successful role models--professionals working in rewarding careers.

Initiatives in New York State. New York State has developed a number of programs to strengthen the academic preparation of minorities and to financially aid their progress through school. The Stay in School Partnership Program (SSPP) awards grants to colleges and universities to provide services and compensatory activities for students in public schools who are identified as having a high risk of truancy and academic failure. The Science and Technology Entry Program (STEP) and the Collegiate Science and Technology Entry Program (CSTEP) provide funding to higher educational institutions to increase the participation of minorities and economically disadvantaged students in educational programs that lead to careers in scientific, technical, and health-related fields. In order to expand STEP to more students, the Department of Labor and the State Education Department developed and jointly administer the Structured Education Support Program. This program expands summer vocational programs to include educational and career activities during the academic year and field placements which provide "hands on" experiences in settings oriented towards careers in scientific, technical, and health-related fields.

Under the Empire State Challenger Undergraduate Scholarships for Teachers program, 312 awards are available annually for students enrolled in undergraduate teacher education programs leading to certification in mathematics, science, agriculture, bilingual education, business, children with handicapping conditions, English to speakers of other languages, foreign languages, home economics, and industrial arts. Successful applicants receive up to $3,000 a year and must agree to teach the equivalent of one academic year for every two years of awards received.

Some 650 Empire State Challenger Graduate Fellowships for Teachers are available for students enrolled in approved graduate programs leading to certification as teachers of mathematics, science, agriculture, bilingual education, business, children with handicapping conditions, English to speakers of other languages, foreign languages, home economics, industrial arts, and as school psychologists and librarians. A maximum of 450 full-time fellowships for up to $4,000 is available for one year of study. A minimum of 200 fellowships is awarded for part-time graduate study for up to $1,000 a year for two years of study. Full-time recipients must teach the equivalent of one academic year for each year of benefits while part-time recipients must agree to teach the equivalent of one academic year for each two years of benefits.

The Minority Recruitment Program, an initiative funded for the 1987-88 year, is intended to improve the recruitment of minorities into postsecondary institutions by providing increased coordination among City University of New York (CUNY), State University of New York (SUNY), independent, and proprietary sectors and building upon the network of community-based organizations, secondary schools, and colleges that currently operate programs designed to increase minority access to postsecondary education.

Of special note is the newly launched Teacher Opportunity Corps (TOC). This program provides grants to institutions of higher education offering programs leading to permanent certification in teaching. The specific goals of the program are to increase minority participation in teaching careers and to better prepare teachers to work with at-risk students.

While these programs represent a considerable commitment, New York State recognizes that more needs to be done in order to recruit and support minorities in teaching. It is to that end that this document is addressed.

IV. THE CONTEXT FOR ACTION

Undergirding the current effort is the recognition of the value of a diverse population and the need to ensure that the talents of all peoples of New York State, regardless of racial and ethnic group, contribute to the richness and strength of society. Recruiting and supporting minorities in teacher education programs are, therefore, part of a larger effort to enfranchise minorities within the social and economic realities of American life, especially that of the professions. This effort requires a comprehensive coordinated approach among governmental agencies, educational institutions, private industry and business, parent and community groups, and others that express interest and the desire to be involved. Recognizing the

importance of teaching, improving working conditions in the schools, valuing cultural diversity within the schools, and supporting the efforts of teachers through active community and parental support are important elements within this effort.

Acknowledging the importance of teaching and thereby raising the status of the occupation to a profession would do much to support efforts toward recruiting minorities into the teaching work force. We must promote an understanding among the public that teachers prepare tomorrow's adults for a world different from today's, a world of tasks requiring new skills and new ways of interpreting the purpose of learning as well as its content. The compensations for teaching also need adjustment. Teachers' salaries must rise to become commensurate with responsibility and experience; and the psychological and physical working conditions must improve within all schools.

Efforts which encourage schools to reflect excellence should be increased. These efforts may require a reexamination of the funding formulas for elementary and secondary schools. Those which demonstrate success with culturally diverse students should continue to receive adequate funding and not be fiscally penalized for their successes. Programs and funding should be sustained over a long enough period of time so that their effects on the population can be assessed. An effort to create situations where teachers and principals work as a team will do much to improve schools. Stronger connections must be made among teacher education institutions, professional organizations, and teacher unions in the preparation and continuing education of teachers.

The value of cultural diversity must be asserted within the elementary, secondary, and higher education curriculum as well as within the school community. Academic excellence can be achieved within an environment of respect for cultural difference. Accordingly, the school and higher education community must be encouraged to reflect the interests, knowledge, and perspective of the many cultures existing in America. Such reflection would encourage more minorities to enter teaching.

The comprehensive effort also must include the development and support of active community and parent groups, who can work cooperatively and actively with their children, encourage them to stay in school, complete their studies, and contribute to society. The effort must extend into the prekindergarten, as well as the early grades, to ensure that children acquire academic skills and knowledge appropriate to their developmental levels. Consistent attention to these concerns throughout the school experience will lessen the need for remediation. Sound academic preparation coupled with a positive attitude toward schooling may lead people to consider teaching as they plan for careers in young adulthood or for career changes in middle adulthood. As these concerns within the comprehensive approach are addressed, their solutions function as a whole to make recruitment, retention, and placement of minorities into the teaching work force an easier and more rewarding effort.

V. RECOMMENDATIONS AND STRATEGIES

The recommendations and strategies contained in this report are specific to the recruitment, retention, and placement of minorities in teaching. Many of the strategies are part of efforts set forth by teacher education institutions, interested groups, and national reports. This suggests there is a broad base of support for their implementation. In order for this effort to be successful, colleges, teacher unions, community-based organizations, and other interested groups must begin to implement these recommendations so that more minorities enter and remain in the teaching work force.

A recommendation which both State and college levels need to implement as soon as possible is early identification of students who express interest in teaching. The State should establish and fund programs to identify minority students who express interest in teaching. The State should establish and fund programs to identify minority students in elementary and secondary public schools who might be interested in teaching. Colleges and universities should work closely with elementary and secondary schools to identify such students and provide them with experiences which expose them to the opportunities in teaching.

A. State Level

Formal State-initiated mechanisms need to be established in order to ensure that activities designed to increase the number of minorities in the teaching work force are successful.

A. 1. General Policy

A. 1.a. A procedure should be established to inform the 91 New York institutions which have registered teacher education programs about minority recruitment activities and to monitor their programs.

A. 1.b. The teacher clearinghouse which the State is establishing to aid school districts in hiring should identify minority teachers with their consent.

A. 1.c. Programs which encourage the education and reeducation of guidance counselors should be developed and funded by the State. Guidance counselors are in an ideal position to encourage minority youth to consider teaching as a career. They also can help support students' academic development.

A. 1.d. Two- and four-year institutions should develop well-articulated programs for entrance into teacher preparation. One immediate outcome of these programs would be that first year students who wish to enter teacher education programs might receive scholarships at either set of institutions.

A. 1.e. A network of people working on recruiting and retaining minority students into teaching should be developed.

A. 1.f. Deans and faculty of teacher education institutions should be encouraged to participate on task forces, committees, and accrediting teams whose purpose is to serve minority students in elementary and secondary schools.

A. 1.g. Representation from all groups with a stake in the preparation of teachers should be involved with the State in discussions concerning teacher education issues as they relate to minority students.

A. 2. Identification and Recruitment

A. 2.a. The State should consider expansion of the Empire State Challenger Scholarships and Fellowships. An expansion would offer a fully paid tuition reimbursement and a cost-of-living subsidy which includes child care costs. As part of this comprehensive plan, individual fellowships should be granted to single parents, to persons who want to make mid-life career changes to teaching, and to minorities who want to complete their education through the master's level. Publicity should be extensively addressed to groups which reach minority students and teachers.

A. 2.b. The Teacher Opportunity Corps program should include paraprofessionals who wish to become teachers. This assistance would enable those who must work to continue their college education while they seek certification.

A. 2.c. The State should establish and fund programs to identify minority students in elementary and secondary public schools who might be interested in teaching. Assistance should include opportunities for counseling, peer teaching, and summer employment.

A. 2.d. The State, through cooperative effort with schools and colleges, should establish and fund high school work-study programs targeted toward teaching activities, summer apprenticeship programs which encourage minority students to enter teaching or practice teaching skills, and college work-study programs which include activities related to teaching.

A. 2.e. The State should review its financial aid policies to determine whether or not there are unnecessary impediments which deter successful completion of current requirements for degrees.

A. 3. Rewarding Teaching and Teacher Education Institutions

A. 3.a. The State should review the procedures for certification to determine whether unwarranted impediments exist. Flexibility in teacher preparation programs should be encouraged while maintaining high standards of quality.

A. 3.b. Public service opportunities should be explored for those who wish to engage in teaching for a limited portion of their lives. The State in conjunction with federal and corporate services should underwrite this effort.

A. 3.c. The State should conduct a media campaign to encourage minorities to enter teaching and to raise the status of the teaching profession. Teachers should be portrayed as essential in enabling individuals to succeed in other professions.

A. 3.d. The State should consider rewarding public and independent higher education institutions for improving recruitment and completion rates of minorities and their successful completion of certification requirements. These rewards could come in the form of additional financial support. In addition, the State should develop programs which reward good teaching by providing funding for programs which provide outstanding teachers with released time to attend conferences and workshops and to assist fellow teachers.

A. 3.e. The State should increase support for teacher in-service programs including the Teacher Resource and Computer Training Centers administered and developed by teacher education institutions, teachers, and school administrators. Activities to introduce new materials, integrate technology and curriculum, and provide for the improvement of teaching strategies and techniques for teaching children in urban centers and children at-risk should be integral to such centers.

A. 3.f. The State should encourage more active collaboration with business and industry to develop summer jobs for teachers and to release appropriately prepared employees, including minorities, with unique talents to perform special tasks in local schools under supervision.

B. College Level

Colleges and universities need to make special efforts to recruit and retain minority students who are interested in becoming teachers. Recruitment efforts must begin at the elementary and high school levels and continue throughout a career cycle. Efforts to strengthen teacher education programs, to encourage two-year and four-year college articulation, and to provide special assistance to minority students also are necessary to retain minorities in teaching.

B. 1. Recruitment

Institutions that prepare teachers should develop creative aggressive recruitment activities designed to interest and draw minorities into teaching from all sectors, including the military, business, and industry. Faculty, staff, and students should engage in ongoing recruitment activities for minorities. Institutions should identify a specific office with responsibility for disseminating to the minority population information concerning financial aid and scholarships for minority students.

B. 1.a. Recruitment activities for elementary and secondary schools should identify students who appear interested in teaching or who teachers believe might make good teachers. Once identified, these students should be exposed to the benefits of teaching, such as working with children and youth and watching students grow and develop. A special course designed by teacher education faculty and teachers should be provided to interested high school and college students as well as to their parents. Additionally, vacation, weekend, and after-school programs could be designed for minorities interested in teaching. These programs should be held on college campuses and could provide participants with opportunities to interact with professionals in the various content areas.

Students should engage in peer teaching, offer tutorials to others, make class presentations, conduct science experiments, and prepare oral readings in English and in other languages. Students might be able to assist teachers in the development of classroom materials as well as acting as aides for specific educational purposes. Such students might be invited to conferences and meetings of professional education organizations.The accomplishments of these students should be recognized at award dinners, school assemblies, invitations to special lectures, and could be publicized in the school and local newspapers.

B. 1.b. Elementary and secondary school staff and teacher educators should collaborate on curriculum and program reform aimed at allowing flexibility within the curriculum which would include minority groups' perspectives on historical events. Additionally, staff should work with parents and interested community groups to encourage and support minority students interested in teaching.

B. 1.c. Teachers, administrators, and the faculty and administration of teacher education institutions should work with parents and community groups to foster academic success for children and to encourage parents to envision teaching as a career goal for their children.

B. 1.d. Teacher education faculty should visit high schools, invite students to visit their campuses and observe classes, participate in "getting acquainted" interviews, initiate mailings regarding events occurring within the institutions, and encourage students to select academic courses in preparation for entering college.

B. 1.e. Teacher education institutions could provide a visiting day program for high school counselors. This day might be used for informing counselors of the need to recruit minorities into teaching and to present teaching as an attractive career option.

B. 1.f. Special efforts by teacher education institutions should be made to recruit people who are engaged in a mid-career change, especially those in technical fields. (The armed forces, business, and industry are willing to participate in programs which show teaching as a career option.)

B. 1.g. Teacher education faculty might seek out undeclared majors at their institutions and at community colleges and, using the aforementioned recruitment techniques, draw them into teaching.

B. 2. Strengthening Teacher Education Programs

Improving teacher education programs is expected to result in a more relevant curriculum, more rigorously enforced academic standards, assurance that faculty will continue to possess current knowledge in their respective academic fields, and diversity of races and cultures within the student and faculty body. Such strengthening will ensure students are served and requirements are met.

B. 2.a. Chief executive officers of the institutions which house teacher education programs must provide leadership to urge faculty to see education of teachers as a responsibility of the entire institution. Chief executive officers must assume responsibility for programs and endorse them with the public and with faculty.

B. 2.b. Once students are admitted to teacher education programs, they should be required to attain an overall grade point average which indicates successful completion of academic as well as professional education courses. The standard should be set at a point which encourages excellence without discouraging effort.

B. 2.c. Teacher education programs should represent a comprehensive experience rather than an accumulation of credits. The curriculum should be relevant to the needs of teacher education students and practicing teachers. It should include on-site preparation for those aspiring to be teachers of minority students. Standards for admission, continuation, and completion should be written and consistently applied. Graduates should be fully prepared to succeed on the National Teacher Examination (NTE).

B. 2.d. Minority faculty should be hired in adequate number so that they have minority colleagues on whom they may call for support.

B. 2.e. Teacher education institutions in New York State might consider establishing a faculty exchange program with historically Black colleges. Such exchanges would provide increased understanding on the part of both faculties and students.

B. 2.f. If teacher education programs are to be effective in meeting the needs of students, especially minorities, continuous faculty development is essential. Humanities and science faculty who teach teacher education students and teacher education faculty need to be aware of the conditions under which teacher education students will teach as well as the impact of what they teach on prospective teachers and their future students. Consciousness-raising workshops for these faculty, programs which allow them to teach a class or a course in local public schools, and study of the nature and import of urban centers on education would increase their understanding of the needs of teacher education students. The content of these workshops and programs might include demonstrating a greater number of teaching strategies, modeling appropriate teaching behavior, designing relevant lessons for culturally diverse pupils, explaining and demonstrating common pedagogical terms which are directly relevant to teaching, and integrating technology into the curriculum.

B. 3. Articulation between Two-Year and Four-Year Colleges

Many minority students who are financially unable to attend four-year institutions which offer teacher education programs elect to study at two-year colleges. They then transfer to four-year institutions and enter teacher training programs. Often these students, while in the two-year institutions, take courses which do not provide an adequate academic background for, or a comprehensive perspective on, teaching. Articulation between teacher education institutions and two-year and four-year colleges is essential for developing an adequately and comprehensively prepared teacher. The State should take the lead in initiating the following: a dialogue that includes the development of policy on the transfer of academic courses which contain content relevant to a strong liberal arts major and on the role of community colleges in teacher preparation; a plan for assisting the transition of two-year students into the four-year colleges; and the development and operation of an active recruitment program for encouraging minority students into teaching. A long-range goal might be the development of a comprehensive plan for teacher education institutions, with two-year and four-year colleges jointly identifying and recruiting minority secondary school students into teaching.

B. 4. Assisting Students in Passing Examinations

Teacher education institutions should consider teaching students test-taking skills through seminars and workshops and providing faculty with information concerning the content and form of the certification examinations. Each teacher education institution might ask for an item analysis of the examination taken by its students. The institutions could identify patterns of academic weakness which their students revealed as a group and take appropriate action through curriculum revision to remedy the situation. Colleges, universities, and the Department could support Educational Testing Service's review of the NTE Core Battery Tests as well as examine other options for the examinations.

VI. CONCLUSION

The implementation and support of the recommendations made in this report depend on costs and funding mechanisms. Using an integrative approach,

these recommendations may become part of ongoing efforts to attract and recruit minorities into teaching.

The cost of implementing the recommendations is considerable. However, the failure to attract more minorities into teaching would, in the long run, cost substantially more than the initial investment.

Mechanisms for implementation should be developed for each recommendation that receives funding as well as for those that can be implemented by the colleges. Strategies for implementation should take into account the necessity of working with culturally diverse groups and the concomitant cooperation required among multiple institutions, agencies, and communities.

A broad base of support for these recommendations at the Executive and Legislative levels as well as in the State agencies and colleges needs to be developed and maintained. We anticipate such support will result in more minorities entering teaching, thereby reducing the disparity between numbers of minority students and numbers of minority teachers in public schools.